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ABSTRACT

A project entitled Showcase of Excellence in New York State Postsecondary Occupational Education involved the design and development of a statewide strategy to promote linkages among vocational programs at two-year colleges throughout the state. Included among the objectives of phase 2 of the project were the following: determination of the most effective technique of packaging, disseminating, and supporting replication of various project types selected as worthy for diffusion during phase 1 of the project; design and testing of a standardized project profile and a replication index to predict optimum linkage and support procedures; continued testing of the effectiveness of peer contact; continued development and revision of a turn-key system that supports local adaptation/adoption of selected outcomes; and support of the adopter/developer process in the role of participative linker. Feedback and data from a followup study indicate that all of the project objectives were achieved. Researchers found that personal knowledge by project adopters of the linking agent encouraged interest in linkage efforts and that projects were more apt to be adopted if they fit into an ongoing task or priority. (A report on phase 1 of the project is available separately--see note.) (MN)

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FINAL REPORT

Phase II --- Showcase of
Excellence in New York State
Postsecondary Occupational Education
(VEA 53-81-0428)

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FINAL REPORT

Phase II --- Showcase of Excellence in New York State Postsecondary Occupational Education (VEA 53-81-0428)

This final report addresses the period of October 1, 1980 through September 30, 1981, Phase II of the project entitled Showcase of Excellence in New York State Postsecondary Occupational Education as specified in contract #C164921.

Each year many dollars are expended by local educational agencies for the development of programs and products to address a local problem or an issue. Often the problem area is a common one; that is, it is not unique to one particular institution. Over the years, many such programs and projects have been supported by Vocational Education Act grants at the two-year college level to develop programs and materials to address an issue or problem that emerges at other two-year colleges--either at the same time, just before, or just after. The rationale for the Showcase Project has been to determine how, and to what extent, solutions that have been developed by staff at one college can be adapted by another institution facing a similar problem. The goal for the Showcase Project has been to design and develop a statewide strategy that would permit the linking of solutions and problems, and to determine the feasibility and effectiveness of such a strategy that is in itself inexpensive, cost-effective, and relatively easy or uncomplicated to administer. The project is identifying steps and procedures that seem to be necessary and effective in promoting these linkages. Phase II objectives within this goal include:

- to determine the most effective techniques and strategies of packaging, disseminating and supporting replication of the various project types selected as worthy for diffusion during Phase I of the Showcase of Excellence;
- to design and test a set of indices that results in a standardized project profile or replication index that effectively predicts optimum linkage and support procedures;

- to continue testing the assumption that peer to peer contact results in a more effective process when externally developed products and/or processes are institutionalized at local levels;
- to continue development revision and assessment of a turn-key system that supports local adaptation/adoption of selected outcomes;
- to support the adapter/developer process in the role of participative linker.

Project activities have been guided by an Advisory Committee that represents a range of expertise and skill in New York State postsecondary occupational education. The following persons continue to serve as members of the Committee:

Robert E. Campo
Dean of Students
Herkimer Community College

Patrick M. Curran
Office of Academic Affairs
City University of New York

Kenneth T. Doran
Assistant Vice Chancellor for Academic Programs
State University of New York

John T. Henderson
President
Jefferson Community College

Joanne Hinton
Vice President
Villa Maria College

William S. Mombert
Resource Development Officer
Alfred Agricultural and Technical College

Lawrence H. Monaco
Dean of Instruction
Dutchess Community College

Mike Van Ryn, Chief
Bureau of Grants Administration
State Education Department

Benjamin Wieder
Associate Dean
Queensborough Community College

Ex-Officio Members

Michael O'Neil, Associate
Bureau of Occupational Education Research
State Education Department

Paul Chakonas, Associate
Bureau of Grants Administration
State Education Department

The second phase of the Showcase Project was based on the outcomes of Phase I. Many of the activities initiated during the first cycle were continued into the second year.

Summary of Activities and Outcomes

- Objective 1: To determine the most effective technique and strategies of packaging, disseminating and supporting replication of the various project types selected as worthy for diffusion during Phase I of the Showcase of Excellence;
- Objective 3: To continue testing the assumption that peer to peer contact results in a more effective process when externally developed products and/or processes are institutionalized at local levels.
- Objective 4: To continue development revision and assessment of turn-key system that supports local adaptation/adoption of selected outcomes.

As reported in detail in the Interim Report, the impact of the publication which abstracted the 83 nominations¹ was assessed through a one-page Showcase Inquiry Report distributed to contact persons. The major outcome of this follow-up was identification of possible linkages and an indication of potential interest for adapting to local problems.

The 15 projects selected as Projects of Excellence were compiled into a digest² with a 3-4 page detailed description of each selected project plus an invitation to contact us and/or the developer for support in potential adaptation of the projects. The Showcase '80 publication was distributed in

¹"Abstracts of Projects Nominated for Excellence," Two-Year College Development Center, SUNY-Albany, May 1980.

²"Projects of Excellence in New York State Postsecondary Occupational Education-Showcase '80," September 1980.

mid-December to two-year college presidents, chief academic officers, chief student personnel officers, directors of continuing education and grant coordinators. Both the abstract and digest publications were distributed informally as visitations were made to two-year colleges by Center staff during the conduct of other funded project activities. Showcase publications were distributed to the 14 colleges participating in the inservice reading project. The abstracts were distributed as part of a presentation at the Student Personnel Association meeting on October 13 in Ithaca, and at the New York State Continuing Education Association Annual Fall Conference.

During the spring semester, efforts in Showcase focused on "spreading" awareness of the 15 Showcase Projects and promoting information exchange leading to local adaptation or replication. About 10 responses were received indicating interest in potential adaptation activities as a result of the Showcase '80 publication. Each inquiry was followed up by telephone or written contact.

The next step in the awareness "spread" was the development and dissemination of an individual fold-out flyer for each of the 15 Showcase projects. The description was similar to that appearing in the Project '80 publication, and had a tear-off portion, self-addressed to the Two-Year College Development Center inviting the reader to follow through if interested in pursuing adaptation. These provided the opportunity to distribute information directly to two-year college staff most likely to be interested in a particular project. The 15 flyers were distributed by mail and at several conferences in April and May; including a program based on the Showcase Project, at the annual conference of the New York Association of Two-Year Colleges. Figure 1, Frequency and Distribution of Inquiries, sums the number of inquiries received in direct response to project efforts.

Figure 1: Frequency and Distribution of Inquiries

<u>Showcase Projects</u>	<u>Number of Inquiries</u>
Adult Career and Education Center (Dutchess)	4
Adult Vocational Guidance Center (Herkimer)	5
Career Counseling and Work Program - Handicapped (Monroe)	5
Graduate Follow-up (Cayuga)	13
Community-Based Electric Tech (Rockland)	1
Child Care (Canton ATC)	9
Continuing Education - Rural Health (Alfred ATC)	5
Employee Training and Development (Monroe)	5
Human Practicum Guide (Alfred ATC)	38
ISR (LaGuardia)	6
PLSP (New York City Technical College)	3
Regional Placement Survey (Canton ATC)	13
Women in Engineering and Technologies (Hudson Valley Community College)	2
Family Education Program (SUNY Educational Opportunity Center, Brooklyn)	0
Interactive Statistics for Career-Oriented Students (Suffolk County Community College)	<u>1</u>
TOTAL	110

In order to determine the extent to which informal or additional contacts had taken place by potential adapters directly to developers, a follow-up request was sent to the director of each of the 15 projects. As a result of this follow-up effort, the following contacts were added to the numbers for which we had previous documentation:

ISR	1
Employee Training and Development Program	3
Adult Vocational Guidance Center	<u>1</u>
Total	5

Thus the total frequency of contacts between potential adapter and developed stands at 115 as of September 30, 1981.

Each developer was notified of each inquiry. If the project was such that we did not have anything further in hand to share, the developer was asked to contact the interested person with further information. For those projects that had additional information or a product (such as a slide/tape set, manual, instrument, summary, samples or print material), a copy was sent to the inquirer (loaned in the case of the slide/tape) for review and use in consideration of further replication activities. The potential adapter was later contacted by project staff, and in cases where no exchange had occurred, exchange was facilitated with developer. Figure 2, entitled Showcase Replication Cases, identifies adaptations or linkages that are results of Showcase Project efforts. These linkages were the basis for actual case study information toward verifying the variables active in the process. Adaptation activities are described in a subsequent section of this report.

The individual packaging of Showcase projects has proved to be more viable with some types of projects than others. When a project was essentially process and service, packaging limitations become greater than when product-oriented.

Figure 2 - SUMMARY: Showcase Linkages

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Adult Career and Education Counseling Center Gloria Rutgers Dutchess Community College	Gladys Irish Kingsborough Comm. College	Further information	Letter to developer, notification to inquirer
	Susan Moulin Erie Comm. College	Interested in providing centralized services to adult students and community	Letter to developer, notification to inquirer
	Theresa Merkel Rockland Comm. College	Interest in setting up a career center	Letter to developer, notification to inquirer
	Katherine Dunn Herkimer Comm. College	To determine what might be adaptable to our Center	Telephone consultation, on-site visitation, case study conference
	Larry Bolster Niagara Co. Comm. College	Further information; potential of initiating center	Telephone consultation with project staff
Adult Vocational Guidance Center Katherine Dunn Herkimer Community College	Erma Ruth Chestnut Schenectady Co. Comm. Coll.	Further information	Letter to developer, notification to inquirer
	Gladys Irish Kingsborough Comm. College	Further information	Letter to developer, notification to inquirer
	Theresa Merkel Rockland Comm. College	Interested in setting up a career center	Letter to developer, notification to inquirer
	Francis Battista Broome Comm. College	Further information	Telephone consultation with project staff
	Larry Bolster Niagara Co. Comm. College	Further information; potential of initiating center	Telephone consultation with project staff*

*See Final Report for details

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Adult Vocational Guidance Center (continued)	Frank Mason Villa Maria	Further information; possible adaptation	Letter to developer, notification to inquirer
Career Counseling and Work Experience Program for Handicapped Students James Terrell Monroe Community College	Theresa Merkel Rockland Comm. College	Interested in developing a career center	Letter to developer, notification to inquirer
	M. D. Parra Queensborough Comm. College	Further information	Letter to developer, notification to inquirer
	Anita Tritell Farmingdale Ag & Tech.	Further information	Letter to developer, notification to inquirer; telephone discussion with project staff*
	Marcia Keizs Homebound Program Queensborough Comm. College	Further information; possible adaption	Telephone conversation with project staff
	Larry Bolster Niagara Co. Comm. College	Further information; possible adaption	Telephone consultation with project staff
Graduate Follow-up Report Susan Kuncio Cayuga Community College	Joseph Spitzer Corning Comm. College	Interested in instrument	Mailed copy of survey form and 3 sample pages from report; letter to developer, notification to inquirer
	Nancy McNerney Niagara Co. Comm. College	Further information	Same as above
	Sister Aileen Marie Wroblewski	Interested in developing own student follow-up report	Same as above
	Merlen Ward Mohawk Valley Comm. College	Curiosity	Same as above

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Competencies of Child Care Workers Helen Tedford Canton Ag. & Tech College	C. Bellamy Bronx Comm. College	Use for child care seminars and for staff	Letter to developer, notification to inquirer
	Lynn Martin Herkimer Comm. College	Use as discussion topic for nursing education seminars	Letter to developer, notification to inquirer
	Harry Hedges Mater Dei	Further information	Letter to developer, notification to inquirer
	Lillian Oxtoby New York City Tech	Use program as educational tool	Letter to developer, notification to inquirer
	Eileen Fitzgerald Cayuga Co. Comm. College	Further information	Letter to developer, notification to inquirer
	Brenda Towne Clinton Comm. College	Use in daylong workshop	Letter to developer, notification to inquirer
	Kathleen Sparkes Onondaga Comm. College	To provide information to potential CDA candidates, perhaps organize a program	Letter to developer, notification to inquirer
	Josephine Alexander Mohawk Valley Comm. College	Review slide/tape	Loan copy of slide/tape sent
	Marilyn Schafer Broome Comm. College	For use with early childhood student teachers and supervising teachers	Letter to developer, notification to inquirer
	Sylvia Pellish Hudson Valley	Review slide/tape	Loan copy of slide/tape sent

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Graduate Follow-up Report (continued)	Patricia Durgin Cazenovia College	Replicate report	Same as above
	Bruce Petrie Canton Ag & Tech	Interested in comparing to own	Same as above
	Paul Libassi Suffolk Co. Comm. College	Interested in following up graduates	Mailed copy of survey form and 3 sample pages from report; letter to developer, notification to inquirer
	John Christensen Westchester Comm. College	Additional information	Same as above
	Edward Cohen Queensborough Comm. College	Further information	Same as above
	Joel Lerner Sullivan Co. Comm. College	Further information	Same as above
	Erma Ruth Chestnut Schenectady Co. Comm. College	Further information	Letter to developer; notification to inquirer
Community-Based Experience in Electrical Technology Morton Leifer Rockland Community College	M. Stillerman Bronx Comm. College	Exploration	Letter to developer, notification to inquirer

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Continuing Education for Rural Health Practitioners Robert L. Love Alfred Ag & Tech	Dawn Cooper Tompkins-Cortland Comm. College	Grant to external nursing continuing education activities, explore potential of using for real but low-level interest	Letter to developer, notification to inquirer
	Muriel Hahn Seton College	Continuing education for allied health prof	Letter to developer, notification to inquirer
	Jean Keene Orange Co. Comm. College	Continuing education allied health video for ch 22 at college	Letter to developer, notification to inquirer
	Edward Berg Westchester Comm. College	Nursing, radiology, dietetic, medical lab technologies, respiratory therapy, med asst.	Letter to developer, notification to inquirer
	Lawrence Monaco Dutchess Comm. College	Program as base for extended application	Exchange of letters and telephone consultations*
Employee Training and Development Program Kay Reed Monroe Community College	Steve Baruch LaGuardia Comm. College	Further information	Letter to developer, notification to inquirer
	Gladys Irish Kingsborough Comm. Coll.	Further information	Letter to developer, notification to inquirer
	Sandra Alpert Elizabeth Seton	Allied health training-- health care agencies	Letter to developer, notification to inquirer
	Judeth Crowley Erie Comm. College	Review program to consider replication	Letter to developer, notification to inquirer
	Sylvia Seidman Manhattan Comm. College	Possible replication	Letter to developer, notification to inquirer

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Family Education Program Bobbye Butts SUNY Educational Opp. Center Brooklyn, New York 11238			
Human Services Practicum Guide	Julie Speen Corning Comm. College	Utilize guide in 1981 practicum	Sent copy of guide, letter to developer and notification to inquirer
James Bliss Alfred Ag & Tech	Adela Beckerman Clinton Comm. College	Adapt to curriculum	Same as above
	Alex Greenberg Niagara Comm. College.	Potential replication	Same as above; plus telephone consultations
	John Stratton Mohawk Valley Comm. College	Possible use in intern- ship/seminar phase of human services program	Same as above
	Edwin Simon New York City Tech	To learn more about program	Same as above
	Lynn Martin Herkimer Comm. College	To use as tool with practicum supervisors	Same as above
	Paula Tulip Mater Dei	Further information	Same as above
	Charles Crall Broome Comm. College	Review guide	Same as above
	Paul Pierce Monroe Comm. College	Further information	Same as above
	Timothy Tomsen Niagara Co. Comm. College	Further information	Same as above

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Human Services Practicum Guid (continued)	Donna Blake Genesee Comm. College	Possible replication	Same as above
	Don Morgan North Country Comm. College	Possible adaption	Sent copy of guide, letter to developer and notification to inquirer
	Norman Farber Borough of Manhattan	Possible adaption	Same as above
	Mildred Roberts LaGuardia Comm. College	To examine and review for possible adaption	Same as above
	Larry Bolster Niagara Co. Comm. College	To review for possible use	Sent copy of guide, letter to developer and notification to inquirer
	Alex Greenberg Niagara Co. Comm. College	Adaption	Telephone discussion with project staff
	Elnyria Hull LaGuardia Comm. College	As a reference for older adults employed as para-professionals	Sent guide; letter to developer
	Cora Sarjeant Rockland Comm. College	Possible restructuring field work	Letter to developer, notification to inquirer
Interactive Statistics for Career Oriented Students Donald Cosia Suffolk County Comm. College	Joe Dabes Tompkins-Cortland Comm. Coll.	Further information	Letter to developer, notification to inquirer; loan of tape set
ISK: Integrated Skills Reinforcement Joann Anderson LaGuardia Comm. College	Marlene Blumin Tompkins-Cortland C. C.	To improve staff development program	Letter to developer, notification to inquirer
	Linda Hirsch Hostos Comm. College	Integration of ESL/English skills in content courses	Same as above
	R. Lemansky New York City Tech	Further information	Same as above

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
ISR: Integrated Skills Reinforcement (continued)	Robert Markes Ulster Comm. College	Possible application	Letter to developer, notification to inquirer
	Norman Farber Borough of Manhattan	Further information	Telephone communication
Professional Learning Skills Program (PLSP) Lorraine Beitler New York City Technical College	Marlene Blumin Tompkins-Cortland	Staff development	Letter to developer, notification to inquirer
	Health Science Dept. Trocaire College	Interest in Rad. Tech. study materials	Phone call providing overview and contact details
Regional Placement Survey Morgan Anderson Canton Ag & Tech	Joan Hopf Westchester Comm. College	Potential application and use	Letter and information packet sent, notification to developer and on-site visit by developer
	Joseph Spitzer Corning Comm. College	Interest on survey questionnaire	Same as above
	Placement Director Maria College	Did not understand replication	Telephone discussion with project staff
	John Speigel Nassau Comm. College	Replication and use	Telephone consultation with developer, on-site visitation by developer
	Anne Scott Broome Co. Comm. College	Replication and use	Same as above *

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Regional Placement Survey (continued)	Vincent Pellegrino Delhi Ag & Tech	Adaptation to local campus	Telephone consultation with developer, conference with project staff
	Darlene Doran Hilbert College	Use guide in job search	Letter to developer, notification to inquirer
	Robert Brown North Country Comm. College	Access to information-- job search	Letter to developer, notification to inquirer, on-site consultation
	William J. Rudnicki Genesee Comm. College	Further information	Letter to developer, notification to inquirer
	Philip Fagen New York City Tech	Offer as part of course	Letter to developer, notification to inquirer
	Susan Kuncio Cayuga Comm. College	Further information	Letter to developer, notification to inquirer
	Erma Ruth Chestnut Schenectady Co. Comm. College	Potential adaptation	Letter to developer, notification to inquirer; on-site consultation by developer*
	Sharon Guenther	Further information	Letter to developer, notification to inquirer; on-site consultation by developer
	Ted Bailey/ Denise Digorgio	Further information	Letter to developer, notification to inquirer

Figure 2 - SUMMARY: Showcase Linkages (continued)

<u>Project Identification</u>	<u>Contacts Received</u>	<u>Reason for Contact</u>	<u>Action to Date</u>
Women in Engineering and Industrial Technologies Teresa Heiser Hudson Valley Comm. C.	Linda Mercier Delhi Ag & Tech Robert Raymo Canton Ag & Tech	Curiosity Adapt procedures and materials to their program development activities	Letter to developer, notification to inquirer Phone contacts with developer (& Alfred project of similar focus) materials shared, replication assistance request in process*
¹ Industry Labor Education Council Nancy Roberts, Ex-Director Mohawk Valley Comm. College	Morgan Anderson Canton Ag & Tech	Further information; possible replication	On-site visitation by potential adapter; further information

¹A nominated project

Packaging selected Showcase projects have been completed for the following:

- Graduate Follow-Up Report, Cayuga Community College; copies of follow-up instrument and examples of interpretation.
- Competencies of Child Care Workers, Canton Agricultural and Technical College; slide/tape presentation.
- Interactive Statistics for Career Oriented Students, Suffolk County Community College; 3 tapes and manuals for examination and copying by local college.
- Adult Career and Education Counseling Center, Dutchess Community College; slide/tape presentation.
- Regional Placement Project, Canton Agricultural and Technical College; process summary in print form.
- Human Services Practicum Guide, Alfred Agricultural and Technical College; print manual.

In addition to sharing print materials and products, mailing brochures and promoting communication between adapters and developers, project staff have made conference presentations and provided materials for resource tables at various meetings in order to promote information exchange. Organizations for which conference presentations have been made include the New York State Association of Two-Year Colleges, the New York State College Learning Skills Association, College Personnel Association and the SUNY-Continuing Education Association. Display tables were arranged for the following: Northeastern Meeting of Rural Women, SUNY Placement Officers Association, and the AACJC Annual Conference in Washington (for a selected New York State audience). Materials have also been displayed at workshops and meetings held in connection with other Center-funded projects (e.g., Emphasis on Reading and Occupational Adjunct Faculty). In addition, several individual developers have requested flyers for their own mailing.

Objective 2: To design and test a set of indices that results in a standardized project profile, a replication index that effectively predicts optimum linkage and support procedures.

An objective of this phase has been to develop and test a strategy whereby the potential success of a linkage or the fit of a developer/adaptor can be determined. Experience, observation and research studies of innovation and change indicate

that professionals do estimate the value or need of potential new processes or procedures which essentially mean a change to their classroom, their department or their institution. They also informally estimate resources, funds, peoples, materials and equipment required and existing resources that are available by reallocation and/or displaced should the potential change or innovation be adopted. Time and institutional impact are also estimated and a tentative decision to continue to explore potential replication or to cease exploration is reached based on these considerations. The process continues, is modified, or ceases as local support, institutional contextual changes, results, new priorities and experience dictate. The process can be modified or standardized given three informational domains: (1) the knowledge of a particular objective of adaption, (2) the knowledge of its developers and (3) the knowledge of a particular replicator or a potential adapter.

In other words, once a potential adapter becomes aware and interested in a project or a process, he/she tends to seek additional information. Based on the additional information received, the interested individual or potential adapter then makes a decision as to whether to continue the investigation process, or if initial curiosity has been satisfied; it may be dismissed as not useful to continue to expend time and energy in that direction.

To aid and structure the decision process, the Ease of Replication Index was developed. An initial draft grew from consultation between project staff and Dr. Nancy Howes, SUNY-Albany, who is researching the topic of dissemination and adaptation. The following Howes draft, although perceived as too detailed for project purposes, served to verify a framework for a more concise version.

Project staff identified critical items in terms of project objectives; scope and nature of the problem, the college context, roles of faculty, staff and administration; value, and potential problems that may be encountered within the adaption process. Based on these dimensions, project staff developed

Figure 3

DRAFT

Ease of Replication Index

A. Summary of Perceptions/Fit between developer/Adapter profile.

1. Product itself:

- a. validated effectiveness
- b. complexity
- c. product, incremental implementation feasible
- d. relevant to student needs
- e. objectives clear
- f. material available
- g. transportable

2. Implementation process:

- a. administrator/faculty involved in collective planning process
- b. administrator/faculty worked on collective decision may be proven
- c. open communication materials exist between administrator and faculty
- d. evaluation process regularly applied to implementation effort
- e. clear time-lines identified and followed
- f. adopting unit has team effort
- g. adopting unit able to work computing as needed with other IHE units
- h. implementation problem dealt with swiftly
- i. implementation activities rationally organized

3. Organization context:

- a. structure managed flexibly, alterations made to facilitate replication effort
- b. reward system managed to facilitate implemented effort
- c. informal organization supportive of implemented effort
- d. implementation effort performance standards are clear
- e. faculty moral in adopting unit is high
- f. collaborative environment exists in adopting unit
- g. adopting unit has high internal reputation
- h. adopting unit has high external reputation

4. Third Party Role:

- a. has credibility and referent expertise
- b. provides sufficient contact time

- c. assumes process facilitator role
- d. assumes resource finder role
- e. assumes communicator role
- f. is proximate to IHE

5. Administrator Role:

- a. assumes supporter role
- b. provides sufficient contact time with faculty
- c. structures meetings (etc.) when needed
- d. manages structure and reward system to facilitator faculty effort
- e. develops trusting environment

6. Faculty Role:

- a. feels high influence in organization
- b. feels adequate involvement in decision making
- c. feels can accomplish important things on job
- d. likes other faculty
- e. feels implementation role is clear
- f. feels role after implementation is clear
- g. feels a need for product
- h. feels organization is supportive of innovation

7. Support provided:

- a. necessary support provided prior to actual implementation effort
- b. necessary support provided during implementation effort
- c. support necessary and adequate
 - personal contact with other IHE (product specifier)
 - targeted communications
 - local workshops, training
 - state, regional workshops
 - mass media
 - computer assistance
 - personal contact other IHEs (implementation effort)

Note: get information on pre-implementation and actual implementation support and separate out whether perceived as necessary or not and if necessary whether adequate or not.

B. Interview of Developers and Adopters

Unstructured interviews of all 7 elements in A. Good to get a motive, detail, specific examples, quality, impact, problems, strengths, weaknesses (etc.) of those areas. Also additional input as to other important factors.

and field-tested the following one-page index (Figure 4).

The ERI was developed based on the rationale that once a link was made between developer and adapter, it provided an opportunity for exchange of information from which each would be able to assess the "fit" between project and problem from two individual perspectives. Project staff, the linking agent, would then determine the cumulative and mean "fit" based on adapter and developer ratings. A second index (Figure 5) was designed to serve as a form for the linker agency to summarize the "fit" ratings between potential adapter and developer. A completed set of the index is subsequently included as an example.

The developer (Morgan Anderson) of one of the more popular projects (Regional Placement Survey) was available to make several on-site visitations to potentially interested adapters. His experiences indicated that if a one-to-one discussion between developer and potential adapter could be arranged, many critical factors could be discussed and potential problems avoided. The actual completion of the Replication Index then became a hollow activity because the items served as a guide for the discussions and were addressed as part of the exchange. The decision to continue or not was self-evident without a rating scale.

In other instances without the benefit of a substantial discussion, the purpose of the index was not clear to either potential adapter or developer--explanations withstanding. Often one member of the set did not complete or return the index which prevented calculation of the mean fit. We had hoped that for each instance of a link, the two ratings would be available to us regardless of further adaption plans. This, to date, has not materialized. If there is no further interest in pursuing adaption, there is no interest in completing forms.

We also discovered a major conceptual problem in using an estimate of replication index. The index was designed for a replication of major scope that could involve many of the variables included on the form. Replication of several projects could be accomplished, and was by a simple decision of a

middle administrator, i.e., armed with a follow-up form a placement director could adapt part of it and use it. A complete replication was not necessary. Adaption of a segment of a Showcase project was the desired activity. Similarly a human services instructor, provided with the Practicum Guide by the Showcase project, could copy and use with one or more classes as deemed appropriate. The decision was made after seeing the Guidebook and a two or three party decision index was essentially a more complicated way to say yes or no.

In light of this feedback and the need to expedite the process within a specific time frame, project staff revised the application form for Replication Assistance Funds to reflect the major factors of problem to be addressed, scope, value, context and roles of local staff. These questions, in conjunction with the budget page were viewed as providing the basis for determination of local interest and "fit." If the colleges applied for funds, the interest was present and fit could be seen from the application. Often applications were followed up by project staff via telephone or mail as appropriate to the granting of replication funds. Figure 6 consists of the application form.

Figure 4

SHOWCASE '80
EASE OF REPLICATION INDEX

Developer: _____ Date: _____
 Adapter: _____ Site: _____
 Project: _____

How well does the Showcase project fit your local needs?

<u>Item</u>	<u>Excellent</u>										<u>Poor</u>
1. Nature of problem	10	9	8	7	6	5	4	3	2	1	
2. Scope	10	9	8	7	6	5	4	3	2	1	
3. Institutional context	10	9	8	7	6	5	4	3	2	1	
4. Role of administration	10	9	8	7	6	5	4	3	2	1	
5. Role of faculty and staff	10	9	8	7	6	5	4	3	2	1	
6. Rewards and value of program	10	9	8	7	6	5	4	3	2	1	
7. Will any of the following be a major problem to replication? If <u>no</u> write no, if <u>yes</u> briefly identify.											
a) start-up time	_____										
b) cost	_____										
c) time	_____										
d) material, equipment	_____										
e) expertise	_____										
f) consultive services	_____										
g) involvement	_____										

Summary of Developer/Adapter Meeting: _____

Action to be taken: _____

Figure 5

SHOWCASE '80
EASE OF REPLICATION INDEX

Developer: _____ Date: _____
 Adapter: _____ Site: _____
 Project: _____

Rate fit of the project to be adapted to local needs of adapter

<u>Item</u>	<u>Excellent</u>										<u>Poor</u>
1. Nature of problem	10	9	8	7	6	5	4	3	2	1	
2. Scope	10	9	8	7	6	5	4	3	2	1	
3. Institutional context	10	9	8	7	6	5	4	3	2	1	
4. Role of administration	10	9	8	7	6	5	4	3	2	1	
5. Role of faculty and staff	10	9	8	7	6	5	4	3	2	1	
6. Adaptation requirements											
a) start-up time	10	9	8	7	6	5	4	3	2	1	
b) cost	10	9	8	7	6	5	4	3	2	1	
c) time	10	9	8	7	6	5	4	3	2	1	
d) material, equipment	10	9	8	7	6	5	4	3	2	1	
e) expertise	10	9	8	7	6	5	4	3	2	1	
f) consultive services	10	9	8	7	6	5	4	3	2	1	
g) involvement	10	9	8	7	6	5	4	3	2	1	
7. Rewards and value	10	9	8	7	6	5	4	3	2	1	

Cumulative FIT of items _____

Mean FIT Project _____

Summary of Developer/Adapter Meeting: _____

Comments of Linking Agency: _____

Action to be taken: _____

DEVELOPER RATING SAMPLE:SHOWCASE '80
EASE OF REPLICATION INDEX

Developer: Morgan Anderson Date: May 18, 1981
 Adapter: Ann Scott, Broome Comm. College Site: Broome Community College
 Project: Regional Placement Survey

How well does the Showcase project fit your local needs?

<u>Item</u>	<u>Excellent</u>										<u>Poor</u>
1. Nature of problem	10	9	(8)	7	6	5	4	3	2	1	
2. Scope	10	9	8	7	6	5	(4)	3	2	1	
3. Institutional context	10	9	8	7	(6)	5	4	3	2	1	
4. Role of administration	10	9	8	7	6	5	(4)	3	2	1	
5. Role of faculty and staff	10	9	8	(7)	6	5	4	3	2	1	
6. Rewards and value of program	10	(9)	8	7	6	5	4	3	2	1	
7. Will any of the following be a major problem to replication? If <u>no</u> write no, if <u>yes</u> briefly identify.											
a) start-up time	<u>No fall-summer 1981</u>										
b) cost	<u>No 500</u>										
c) time	<u>No August-September</u>										
d) material, equipment	<u>No supplied by college</u>										
e) expertise	<u>No</u>										
f) consultive services	<u>No</u>										
g) involvement	<u>No</u>										

Summary of Developer/Adapter Meeting: Ann wants to increase on-campus interviews at Broome by using address supplied in Regional Survey.

Action to be taken: Will start this summer or fall.

SAMPLE: ADAPTER RATINGSHOWCASE '80
EASE OF REPLICATION INDEXDeveloper: Morgan AndersonDate: June 19, 1981Adapter: Anne ScottSite: Broome Community CollegeProject: Regional Placement Survey

How well does the Showcase project fit your local needs?
--

<u>Item</u>	<u>Excellent</u>										<u>Poor</u>
1. Nature of problem	10	(9)	8	7	6	5	4	3	2	1	
2. Scope	(10)	9	8	7	6	5	4	3	2	1	
3. Institutional context	10	9	(8)	7	6	5	4	3	2	1	
4. Role of administration	10	9	8	(7)	6	5	4	3	2	1	
5. Role of faculty and staff	(10)	9	8	7	6	5	4	3	2	1	
6. Rewards and value of program	10	(9)	8	7	6	5	4	3	2	1	
7. Will any of the following be a major problem to replication? If <u>no</u> write no, if <u>yes</u> briefly identify.											
a) start-up time	<u>No</u>										
b) cost	<u>No</u>										
c) time	<u>If not adapted judiciously, can involve tremendous amount of time.</u>										
d) material, equipment	<u>No</u>										
e) expertise	<u>No</u>										
f) consultive services	<u>No</u>										
g) involvement	<u>No</u>										

Summary of Developer/Adapter Meeting: Excellent exchange of information and ideas. Good suggestions were made for adapting to local needs.

Action to be taken: Project data will be utilized in targeted curricula.
Employers who indicated they hire AAS graduates will be re-surveyed. An invitation to recruit and to send vacancy notices will be extended.

SAMPLE: LINKER SUMMARY OF FIT

SHOWCASE '80
EASE OF REPLICATION INDEX

Developer: Morgan Anderson Date: June 1981
 Adapter: Anne Scott Site: Broome Community College
 Project: Regional Placement Survey

Rate fit of the project to be adapted to local needs of adapter

Item	Excellent										Poor	FIT
1. Nature of problem	10	9	8	7	6	5	4	3	2	1		8½
2. Scope	10	9	8	7	6	5	4	3	2	1		7
3. Institutional context	10	9	8	7	6	5	4	3	2	1		7
4. Role of administration	10	9	8	7	6	5	4	3	2	1		5½
5. Role of faculty and staff	10	9	8	7	6	5	4	3	2	1		8½
6. Adaptation requirements												
a) start-up time	10	9	8	7	6	5	4	3	2	1		10
b) cost	10	9	8	7	6	5	4	3	2	1		9½
c) time	10	9	8	7	6	5	4	3	2	1		10
d) material, equipment	10	9	8	7	6	5	4	3	2	1		10
e) expertise	10	9	8	7	6	5	4	3	2	1		10
f) consultive services	10	9	8	7	6	5	4	3	2	1		10
g) involvement	10	9	8	7	6	5	4	3	2	1		10
7. Rewards and value	10	9	8	7	6	5	4	3	2	1		9

Cumulative FIT of items 115

Mean FIT Project 8.8

Summary of Developer/Adapter Meeting: Adapter plans to survey employers of selected AAS curricula graduates at Broome.

Comments of Linking Agency: Adapter will scale down developer project to local needs.

Action to be taken: Request for funds to assist adaptation will be submitted.

REPLICATION ASSISTANCE FUNDS APPLICATION

College: _____
 _____ (address) _____
 _____ () _____
 _____ (telephone)

Title: _____

Developer: _____

- A. Briefly describe your interest in this project and how you plan to use it at your local campus.
- B. For what specific purposes do you plan to use Showcase Replication Funds?
- C. What outcome do you hope to achieve?
- D. What local administrators and staff members will be involved in any adaption efforts at your campus?

E. Budget: (New York State Rates and Regulations Apply to All Items)

1. Salaries/temporary service.

<u>Position</u>	<u>Basis of Pay Rate</u>	<u>Amount</u>
-----------------	--------------------------	---------------

Subtotal #1

2. Purchased support services.

<u>Position</u>	<u>Basis of Payment</u>	<u>Amount</u>
-----------------	-------------------------	---------------

Subtotal #2

3. Supplies and materials (number or other basis of item amount).

Subtotal #3

4. Travel expenses for on-site consultation.

<u>Position</u>	<u>To/From; Reason for Travel; Rate</u>	<u>Amount</u>
-----------------	---	---------------

Subtotal #4

5. Other:

Subtotal #5

-----TOTAL REQUEST

Signatures:

(Staff member submitting request) (Date)

(President or Fiscal Designee) (Date)

Objective 5: To support the adapter/developer process in the role of participative linker.

As previously indicated, the awareness activities resulted in indications of initial interest from 115 two-year college staff members. In most cases, once additional information (including print materials that allow adaptation as was the case for 3 projects) was received, the decision was made by the potential adapter not to proceed further. Out of the 115 initial contacts, 25 indicated interest in pursuing the adaption process.

Seven requested an opportunity to meet with the developer. These requests were met through on-site visitations, telephone conferences, and an exchange of letters between adapter and developer. In cases of contact, project staff were informed of the exchange and on-going communications.

Three potential adapters contacted project staff, then wrote directly to the developers for additional materials prior to making decisions of adaption. In these instances, follow-up contacts revealed that additional materials were forwarded, but that no decision could be reached regarding adaption prior to the close of the Showcase project year.

The remaining 15 chose to proceed towards adaption. Application forms were shared, and directions given as to process and expectations in accepting assistance funds. In several cases, a number of telephone conversations were carried on between potential adapter and project staff regarding administrative or operational details that appeared to be necessary to the application process prior to formally applying.

In three cases, the application forms were never completed, thus it was assumed the decision to pursue adaptation was negative. Follow-up information on these two cases and a third described below, indicated local administrative and staff relationships were active in the final decision not to apply for funds.

In two other cases, applications were actually submitted. In one instance the funds were denied, since the use of the money, as defined, was not directed at an adaptation of a Showcase project, but rather for a project related to the program area but unique to the needs of the local college.

A second application was submitted lacking appropriate signatures. This was returned with a request for clarification. No reply was received, therefore, it was assumed that a local decision was made not to pursue it any further during this project year. In this and the other cases mentioned above, the information requested as part of the application served to establish "fit" and real interest.

The remaining ten cases submitted applications, were approved, and the adaption process was implemented prior to the close of the project year. Each of the funded adaptation efforts was followed up through written contact, and an on-site visitation interview and/or telephone consultation. Each linkage is subsequently described in a case summary format:

Case Summary I

Adapter:	Ann Scott, Broome Community College
Developer:	Morgan Anderson, Canton Ag & Tech
Showcase Project:	Regional Placement Survey
Replication Assistance Funds:	\$529

The adapter planned to draw from the adaptation project to increase recruiting and placement contacts with potential employers. Names of employers were assembled who indicated that they hire two-year graduates in nine curricula areas of interest to Broome Community College. Survey forms and procedures used in the Showcase project were the basis for the development of a one-page questionnaire. Showcase replication funds were requested to support typing services and purchase supplies needed to process the surveys during the summer of 1981. The intended outcomes included: an increase of on-campus recruiting, wider geographical outreach of industries and businesses, and updating an expansion of the current employer file.

It was indicated that involved local staff members would include the chairs of the targeted curricular areas, the dean of curriculum, and the dean of the computer center. The computer center director was to be involved in order that a program could be established for on-going processing and retrieval of the employer information as it came in.

The adapter, Ann Scott, first became aware of Showcase through the brochures. At the initial stage, she found that the immediate follow-up project staff to her request, was critical and unique--there was someone to call for immediate action and someone to respond to her request for an appointment (with the developer). In making the decision to continue with the adaption, she indicated that it was self-initiated, but that she had cleared the process needed for accepting the money within the local budget with the Vice-President. The decision to continue the adaption was further facilitated by the high priority placed by the college on greater interaction with potential employers. The greatest problem encountered was the local administrative procedures to actually use the replication funds.

The individual adapter performed most of the required tasks; such as completing the questionnaire, dealing with college needs, selecting the lists of employers to be contacted, and arranging through her secretary to facilitate the work of the part-time, temporary person who did the typing. The initiation and implementation was assumed by the adapter as an added responsibility.

Ann views the project as having the potential of use in future years, such as every three years. Much depends on the actual response that she receives.

The role of the developer was seen by Ann Scott as being especially crucial. The developer provided input as to specifics of working through the system and of involving other staff to increase the chances of success and perceived value. The role of the linking agent was seen as important relative to the information and support provided. The personal contact that was supplied by the linking

agent helped her pursue the adaptation, especially in terms of the recognition of organizational funding problems and ways that it could be worked out within the system.

In providing recommendations for improving the process, Ann suggested that the brochures not be identical in format, since there is a tendency to believe that all are concerned with the same project. Also she recommended that telephone number and name of the developer be part of the brochure. Too, she mentioned the timing of the project as not optimal.

As of September 30, Ann had submitted her progress report which indicated that seven areas had been selected from the Regional Placement survey final report from 1980 and 1978--Accounting, Lab Tech, Computer Science, Chemical Tech, Civil Tech, Mechanical Tech, and Secretarial Science. To date, 876 companies have been contacted and replies are being received through November.

Case Summary II

Adapter:	Adele Beckerman, Clinton Community College
Developer:	James Bliss, Alfred Agricultural & Technical College
Showcase Project:	Human Services Practicum Guide
Replication Assistance Funds:	\$157

The adapter was interested in the Showcase project since it presented a useful tool for gathering data, identifying areas of weakness and evaluating relevant course work for students who participate in a field experience. Adele Beckerman, the adapter, planned to use the guide as a supplement to existing course materials. Funds were sought from Showcase to support the duplication of the guide.

A trial use with 25 students was to determine if it were appropriate for larger numbers of students. IF feedback was positive, the decision to continue its use would be supported by the college. The Academic Dean and President were involved in approving the adaptation effort.

The adapter indicated that she became aware of the Practicum Guide through

a conference at which it was mentioned by the developer. The developer, James Bliss, had talked with project staff previously, and had indicated that he would make others in two-year colleges, working in postsecondary occupational education, aware of the project and how it might support their efforts. The materials sent by project staff were not the source of her immediate awareness. Usually dissemination materials or similar information is routed through the internal hierarchy of the college. The department holds this kind of literature until some kind of decision is reached as to its disposition.

The adapter found neither encouragement nor discouragement from initiating the steps toward taking advantage of Showcase support. There was little involvement on an institutional basis, since the decision was for direct use in her courses. Authority toward broader adaptation of the program rested within the department. The Academic Dean would become involved once a decision was made to request any continuing budget for duplication.

The steps followed by the adapter were essentially the same followed for preparation of any instructional materials. Looking down the road toward continuous use of the guide, the adapter suggests that one alternative may be to view it as a textbook and request that students purchase it directly, recovering the cost of reproduction.

She assumed all responsibilities for the adaption and the local site, at this time, has not supplemented the project money.

Case Summary III

Adapter:	Erma Ruth Chestnut, Schenectady Community College
Developer:	Morgan Adnerson, Canton Agricultural & Technical College
Showcase Project:	Regional Placement Survey
Replication Assistance Funds:	\$357

The interest in the Showcase project was to modify the process for a single program area--paralegal assistant. The survey procedures and identification of the employers were based on the Showcase project. The targeted employers were

to be within a 75-150 mile radius of Schenectady. The adapter planned to use the replication funds to cover the cost of preparing, mailing, and duplicating the survey and to engage the services of attorney employers as consultants for the development and interpretation of the results. The intended outcomes included acquisition of knowledge of paralegal job salaries, hiring dates; evaluative reactions to or suggestions to Schenectady's paralegal program; to increase visibility for the Schenectady paralegal assistant program and for the college as a whole; and to subsequently improve placement rates for paralegal assistant graduates.

The local staff involved in the adaptation included the Coordinator of Job Placement, the Dean of Students, the Director of Institutional Research, the Chairman of the Department of Business Law, and an assistant professor who teaches the paralegal courses in the Business and Law Department who would be directly involved with the adaptation of the Showcase project.

The adapter became aware of the Showcase project through the President of the college, who had routed the information to her as Acting Dean of Students. Because Dr. Chestnut sees herself as a compulsive reader, she indicated that she reads everything that comes across her desk, with a particular interest for any programs that are financially supported, she selected Regional Placement as an attainable effort.

She found the role of the developer, Morgan Anderson, to be extremely useful in explaining the processes of the project and providing information from which she might base her decision for implementation at Schenectady. The adapters were appreciative of the help and support, and appreciative that the developer did not insist upon strict replication of his effort, but rather that it serve as a model for adaptation.

Interest in the Regional Placement Survey was present at Schenectady prior to the Showcase Project. However, with support provided by Showcase, the potential

for adaptation became real and was perceived as more valid, since it was based on a project judged as successful. The authority for implementing the effort rests with the Dean of Students and the President of the college.

Although this adaptation was initiated by the Dean of Students, the actual implementation of the project was performed by the Coordinator of Placement, Gertrude Frick. The consultant attorney worked with the Placement Director in developing a questionnaire that would be most appropriate to obtain information concerning the paralegal program.

The major problem was lack of staffing in terms of tasks that had to be performed within a specific timeframe. The survey was sent to 2,000 employers. The problem of inadequate staffing is now emphasized as data returns and analysis becomes necessary. Some decisions still need to be made regarding the most effective way of handling analysis and summation of data.

The project is viewed as a one-time effort at this point with this curriculum although the information will be useful on an ongoing basis. The college does acknowledge the value of repeating the process in a different area of placement. Because the effort was an add-on responsibility, the adapter was somewhat reluctant to begin another such project.

Although there was no identifiable monetary support from the college, the adapter felt the total cost of completing the project far exceeded the money provided by the Showcase project, for example, time and assistance from support staff and other staff at the college. In looking backward at the project, the adapter determined that if it were to be undertaken again, she places the estimated cost at \$4,000.

Unanticipated benefits include insight as to why problems exist in placing paralegal graduates, and identification of guidelines provided by responses toward compensating for these issues.

Another outcome was the amount of intangible support received from the

President, Department Chair, and Dean, a personally positive benefit.

The adapter found the role of the linking agent as helpful. They provided structure for supportable activities. Additional support could have been used especially in data analysis. The timeline of the project was not viewed as optimal for the college calendar.

The developer was viewed as extremely supportive and helpful. Materials, letters, and surveys were shared and the developer, himself, was accessible when questions or problems arose. The adapter felt that other two-year colleges should consider this kind of project since she finds that they owe it to their students to collect the kind of information provided directly by the job market.

Despite problems faced, the adapter would be interested in participating in another project. However, given another opportunity, she would consider time requirements and fiscal support more carefully.

Case Summary IV

Adapter:	Lawrence Monaco, Dutchess Community College
Developer:	Robert Love, Alfred Agricultural & Technical College
Showcase Project:	Rural Health Inservice
Replication Assistance Funds:	\$425

The interest in the Showcase project was stated by the adapter as one of keeping faculty abreast of up-to-date instructional methods and techniques. The Showcase funds were to be used to engage the services of two specialists in the field to conduct a workshop for 50 faculty members. The purpose of the workshop was to stimulate interest in using the computer by occupational faculty. Intended outcomes included the stimulation of a desire to incorporate computer language and awareness into courses taught at Dutchess so that the students would be better prepared for the work-world.

The involved staff members at Dutchess included: Executive Dean, Dean of Curriculum and Instruction, Director of Computer Assisted Instruction, Chairman of the Data Processing program, and department heads.

The adapter, Dean Monaco, became aware of the Showcase since he served as a member of the Advisory Committee. He brought it to the attention of Department Heads, President, and the Executive Dean. It was viewed as useful, appropriate, and directly related to computer literacy, previously identified as a college priority. After the Showcase project was accepted as an approach to computer literacy, the technique of a workshop followed by other inservice activities was identified. The adapter, then, assumed the responsibility to arrange for the workshop, and worked through the summer to do so. In this capacity, he kept the President and Executive Dean informed of all developments. However, the authority to make a decision as to whether to proceed or not, was held by the adapter. He viewed the assignment as part of his college responsibilities, and gladly accepted the charge.

He found no major problems in implementation, since the college community was ready for such a project. In planning and arranging, Dean Monaco continued dialogue with local personnel involved with the workshop, delegating tasks to department head in order to encourage participation, as well as talking with the developer. Dean Monaco refers to this as a "glacier time line" but that it does accomplish objectives.

In looking ahead, the adapter feels that this workshop was the first of two, with the second to be held in January and supported by the local college. The spin-off of smaller workshops focusing on computer assisted instruction in selected areas will also be supported by the local college.

Seventy staff members attended the workshop. Of the 70, 20 are showing specific interest in looking at ways that they can implement computer assisted instruction for their classes. In some departments, the beginnings of this interest are now observable.

The role of the linking agency was viewed as crucial. The resources helped make something happen at a critical time. The developer was most useful in

defining details and facilitating the logistics of the workshop, and of clearly communicating the role and the potential applicability to needs of others.

Mr. Monaco underscores the need to continue contributing information of ideas and projects that are going on around the state which allows others to begin change, and in some ways, establish ownership and a stake in seeing it completed successfully. The adapter recommends that Showcase project staff continue to do as much as possible toward insuring that critical staff members on every college campus are aware of Showcase potential.

Case Summary V

Adapter:	Anita Tritell, Farmingdale
Developer:	James Terrell, Monroe
Showcase Project:	Career Counseling and Work Experience Program for Handicapped Students
Replication Assistance Funds:	\$457

Farmingdale had received approval for a funded project focusing on support services for disabled students. The interest in the Showcase project was to meet with the developer and to benefit from their experience regarding general problems and solutions in programming and support for the disabled students and particularly how the internship element works. The Showcase replication funds were sought to support travel of the adapter for an on-site visit with the developer and staff; to purchase a local commerce and industry guide, and to support the employment of a project aide on a part-time temporary basis; to design a brochure listing potential employees; and to prepare an employer recruitment letter. The overall intent was to achieve an added value, a headstart on implementation for the work experience program designed to begin in October. The conference with the Showcase developer was seen as most useful in providing guidelines for the development of materials and potential strategies for implementation of the work experience program.

The local staff involved with the adaptation efforts, included the adapter and the project aide. Materials were developed by the project aide using Showcase funds.

Case Summary VI

Adapter: Carol Henschel, Niagara Community College
Developer: Katherine Dunn, Herkimer
Showcase Project: Adult Guidance Center
Replication Assistance Funds: \$500

The interest in the Showcase project was to acquire guidance in establishing an outreach linkage which was part of the Showcase Adult Vocational Guidance Center. County agencies which serve welfare and low income families are viewed as critical to the targeted program (Action for Independent Mothers) at the local college. The intended outcome of the program is to help welfare and low income mothers and others identify college vocational programs which would help them gain financial independence.

The Showcase 80 funds were sought to support an outreach counselor and her travel expenses during an initial four-week period. Outreach contact was made with targeted clientele and cooperating agencies such as the Department of Social Services, the BOCES Center for Adult Learning, NIACAP, Displaced Homemakers, and other county mental health groups, such as the Family and Children Services. Working relationships would be established among these county agencies, clients, and the college. Students or clients may also be helped in solving problems that could be encountered with the agencies. Too, chances of increasing the success of the nontraditional student would be enhanced.

The involved staff members include counseling staff at Niagara and agency directors (outside the college). The individual serving as outreach counselor and the program is being supported by the college subsequent to the seed support provided by Showcase. During this four-week period, the outreach counselor visited 17 community agencies. The purpose of these visitations was to make agencies aware of Niagara's educational opportunities and services, and primarily highlighting the support group (AIM) available on campus. Several area politicians were also contacted such as county legislators and state assemblymen regarding

the local, state, and federal regulations of educational grants and loans for low income independent mothers.

As a result of these contacts, the following outcomes can be documented. Community agencies have agreed to work cooperatively with the community college in a mutual effort to offer encouragement and support to independent mothers who are interested and/or enrolled in an educational program. Existing laws governing educational grants and loans are being reviewed with respect to the independent, low income and/or welfare mothers at a statewide level. A county based funding agency became aware of the fact that it had neglected to enforce an amendment of a regulation that would provide greater financial opportunities for mothers in the above mentioned categories. Additionally, since this amendment went into effect in August 1980, any client who has been eligible may receive retroactive reimbursement. Since contacts have been established in various agencies and a clear overview of services has been provided by each agency, the referral process provided by Niagara Community College will be potentially more efficient and effective.

Case Summary VII

Adapter:	Robert Raymo, Canton
Developer:	Teresa Heiser and Ann Wood
Showcase Project:	Women in Technologies - Hudson Valley Community College and Alfred Agricultural & Technical College
Replication Assistance Funds:	\$500

The interest in the Showcase project was viewed as a way to support a locally planned idea to promote informational exchange between high school students and faculty members concerning women enrolled in technological programs and women actually working in the industry. Funds were sought to support staff members in implementing selected aspects of the Showcase projects for an on-campus program. The staff members were to act as group leaders and counselors for the high school students during the program, to help support the purchase of selected laboratory supplies and to aid the travel expenses incurred. The

intended outcomes of the adaptation were to increase female awareness of the opportunities in technologies; to encourage applicants to serve as facilitators with others considering technologies, and to provide support to parents and counselors in their attempts to encourage them to investigate nontraditional roles. Local staff members involved in the adaptation effort included the Coordinator of the Legal Assistant Program and the Director of Placement.

In two instances requests for support were directed solely at supporting an on-site visitation to the developer site. In both instances it was felt by the adapter that any decision towards further replication efforts would rest on being able to select appropriately from a Showcase project. In both instances, the developers were associated with large, comprehensive efforts and the request for the visit came from faculty members at smaller institutions. The two cases are subsequently described:

Case Summary IX

Adapter:	Katherine Dunn, Herkimer
Developer:	Gloria Rutgers, Dutchess Community College
Showcase Project:	Adult Counseling and Education Center
Replication Assistance Funds:	\$80

Interest in the Dutchess project was expressed by the adapter because many dimensions were similar to the effort underway at Herkimer. There was a desire to explore the range of activities and the potential of adding those most applicable to the program at Herkimer. The requested Showcase funds were to be used to support travel expenses to the Dutchess Adult Counseling Center.

Intended outcomes included an opportunity to incorporate selected strategies; and to share information and brochures, resources, workshop techniques, publicity, and public relations strategies. Involvement from local staff members included the Career Placement Counselor, the Dean of Students, the Director of Continuing Education, and the Assistant Dean of Counseling.

The adapter is a counselor at Herkimer and her responsibilities include the counseling and advising of nontraditional students in the broadest sense of the term. The interest in the Adult Counseling Center stems from her work with adults and strategies she has been employing. Her interest was to improve and expand the Herkimer program based on the experiences at Dutchess.

Following the visitation, the potential adapter found great differences in clientele at the two colleges. Those at Herkimer appear to be more economically disadvantaged, and of course, fewer in number. One technique employed at the Dutchess Center, which although would help to support the effort, was not seen as feasible, was that of charging clientele a small fee for services. However, the extensive outreach efforts, the technique in preparing public relations and brochures for specific groups to participate in the various services, the use of career night, based on a topical approach, and the use of videotaping as a demonstration for students to improve their interview skills were seen as strategies which could be easily incorporated into the ongoing efforts of the college. The expenses and the support for these activities would be part of the ongoing efforts of the college; would become part of the ongoing responsibilities of the present staff.

Case Summary X

Adapter:	Sister Ernestine, Trocaire
Developer:	Lorraine Beitler, New York City Technical College
Showcase Project:	Professional Learning Skills Program (PLSP)
Replication Assistance Funds:	\$151.50

The interest in this Showcase project by the potential adapter was to determine whether any of the material resources that had been developed at New York City Technical College would have applicability to the student body at Trocaire. Therefore, Showcase funds were requested to support an on-site visitation in order that the materials could be examined firsthand, and a consultation be held with the developer. Local staff members involved included the adapter

and college President. As a result of her on-site visitation, the adapter selected two manuals that were viewed as useful to the Medical laboratory program at Trociare. Because the PLSP project is so comprehensive, it has resulted in a large repository of materials. The adapter, realistically, perceived these two general manuals to be useful in that they would provide guidelines necessary for local implementation of selected facets from the Showcase effort. During the fall semester, the faculty at Trocaire will determine the best use of the materials and proceed with development work to incorporate them into the local curriculum.

Conclusions and Recommendations

The first step in dissemination within the Showcase project, as with dissemination generally, has been that of spread, that is, increasing the awareness of the potential audience to the availability of products or processes and their characteristics. A second level in the dissemination or diffusion process has been exchange--building a better understanding of projects in order to determine how one or more might be applied to local problems. A third level of diffusion is the local decision whether or not to adapt (or replicate) a particular product or process. The final level is that of actual implementation.

In activities related to spread, Showcase project staff have advertised, if you will, through the use of bound publications describing nominated and selected projects, through individual flyers for each of the Showcase '80 projects, through conferences, meetings, and workshops, and through informal, unplanned contacts. In retrospect, the inquiries or responses of interest that occurred from the distribution of the bound publication indicates that this is not the most efficacious approach toward dissemination of information about projects. Feedback indicates that the bound edition was easily mistaken for a report. Individuals who later became interested shared that they did not realize that there was funding available to assist implementation, even though it was

stated in the introduction to the bound publication. This suggests that in future efforts availability of any support or such information needs to be highlighted.

The direct to college-department flyer approach was much more productive in a shorter period of time, and resulted in well over 100 initial inquiries. The feedback indicates that the field would have preferred to have the developer identified on the flyer in order to facilitate direct contact to developer. Because the intent was to document the actual number and types of responses to the dissemination effort, the decision was made not to identify the developer on the flyers that were developed for Showcase '80 projects.

The positive response to the flyers indicate rather strongly that in future cycles the approach of describing Showcase projects with the intent of distributing to departments or individuals most interested is a most fruitful activity in spreading awareness. Flyers are targeted to a particular subject and the provision of a self-mailer stimulated interest and facilitated responses.

The actual adaption processes within Showcase '80 have tended to be limited to an individual or to a department. Therefore, needs and outcomes reflect this tendency in contrast to large scale institutional adaptation. This is in keeping with the intent of the Showcase project, that is, help eliminate the necessity of two-year college occupational educators to re-do what has been done well at another college by a colleague.

Generally, Showcase projects with a product or presentation in a print or hands-on format have drawn more serious interest from adapters than the more complex process oriented projects. The most common type of initial inquiry might be described as curiosity. When the curious find that a booklet such as "The Human Services Practicum Guide" or an instrument such as the Cayuga Follow-Up Survey can be had for the asking, such curiosity may easily be turned to adaption for their own use.

When considering a process-oriented project, such as ISR or PLSP, developer response and/or adapter interest must be substantial in order to keep the potential interest active. There have been several (too many) cases of developers not responding to inquiries and potential replicators seemingly too busy to make a concerted effort to gain more process information. Perhaps they are seeking a quick answer to a complex problem. We probably should have expected this reaction, but find it somewhat disturbing. The project that resulted in the greatest number of actual adaptations was the Regional Placement Survey. This could be due to two factors, 1) the developer, Morgan Anderson, was on a sabbatical leave, and was available to make on-site or telephone consultations with individuals as soon as they expressed interest; 2) his project resulted in a product which was available as a resource and as a starting point. Employer addresses and instruments used to collect information, and a great deal of know-how from the developer helped turn initial curiosity into commitment to adapt.

A "middle-ground" type of reaction on the interest of adaptation continuum can be described in instances when a Showcase project presents something that a potential adapter has already decided needs to be done, and/or the college or division determines it a priority to be pursued. Continued pursuit of information leading towards adaptation is in self-interest. A diffusion system best serves these cases. It is almost a side benefit, but still a valid one, when sharing a readily adaptable product which turns curiosity almost immediately into improved practice.

In cases where we could foster site visitation by either the developer or the adapter, the results tend to be more positive toward moving the potential adapter to a decision for serious action. Without visitation or other linker actions, interest in several cases dissipated.

The request for information and adaptation has come mainly from individual staff members, usually in a middle management level. This may reflect the nature of middle managers as information and idea seekers or change agents for their unit, or it may relate more to the target of the flyer mode of distribution and dissemination.

In nearly every case of serious consideration of adaption, the fact that the Showcase project had seed money available emerged as a welcome surprise. Although it was stated in Showcase publications and in the flyers, the message was not assimilated by the field.

The project developed and tested two forms, and Ease of Replication Index (ERI) and a Replication Assistance Form (RAF).

The concept of an ease of replication index (ERI) was originally proposed as a predictive tool; completion by the potential replicator and developer would result in a numerical estimate of perceived "fit" or peer congruency between the perceptions of the Showcase project developer, an experienced change agent, and the potential change agent or replicator. The degree of fit would be a signal to the linker to provide more assistance or to intervene with caution to avoid expenditures of time and money on what appeared to be a potentially unsuccessful replication effort.

In actual use, the ERI form proved to be largely unneeded and/or inappropriate, since the change efforts were not large projects involving total institutional change so much as they were single office or department changes and in many cases were activities that could be added to existing programs or functions with a minimum of institutional support beyond administrative approval. The concept of replication became the reality of adaptation.

The use of various versions of the ERI before the local decision to adapt also at times proved to be dysfunctional. Adapters had difficulty responding

to it until they were well into their procedures and hindsight dictated a 3 rather than 6 on a 10-point scale. Further, their perception of their own institutional barriers or personal change power is difficult to know or make known to someone else (the developer) with any accuracy. For example, a developer can say that administrative support was not a barrier for them and should not be for an adapter. Until that adapter undertakes the effort in some known scope, they hesitate to rank the item on a scale. Each case is a best guess of adaptor decision power modified by scope of change effort. The answer was obvious and the rating artificial in small change efforts.

The Replication Assistance Form was developed for two reasons; to control the application process for funds, and to include the principle items from the ERI that respondents indicated should be discussed when an adaptation was being considered. The RAF included the signature of the President or designee for financial and programmatic control reasons. As designed, the RAF was successful in leading the potential adaptor to important considerations and providing the linking agency with clues to follow up on personally with the adaptor before funding approval was granted. Therefore, in the future field test cycle, it is recommended that a separate instrument be abandoned and the items from it be included as part of the Replication Assistance Form. The application for funds form will serve the dual purpose of providing more specific indicators of interest and encourage more careful decision-making in applying for an actual adaptation or replication.

Feedback from the cases of adaption indicates that a product which is easily incorporated into ongoing duties or existing functions is more likely to be adapted. For example, the computer assisted instruction program related to a new college goal of Dutchess Community College. Broome and Schenectady worked with the Regional Placement Survey because of a concern they had about placement

of graduates in particular programs. The Human Services Practicum Guide is being used as a textbook supplement and instructional improvement with existing programs. The Cayuga follow-up survey is also being used to improve existing procedures.

In general, it was found that a staff member was more likely to consider adaption of a project if the linker agency (in this case, project staff) were a known entity. The linker role is one of initiating the dissemination and diffusion process and of performing specific functions that provide a structure for exchange of information for meeting time lines and for providing the necessary requirements of reporting. In many cases, the linker served as a catalyst to facilitate what was already wanted, or to incur new linkages among peers who heretofore had not personally known each other.

The linker role is also publicizing the idea of Showcase, a peer-to-peer diffusion system. Continued experience with the Showcase system should also result in more peer-to-peer contacts and sharing. As the idea of Showcase becomes better known, the linker role, while remaining important to the system, will become less personalized by a particular office and more with the Showcase system.

The role of the developer is a very important part of the system that is sometimes assumed or overlooked. The developer receives the public honor in the college community and throughout the state. Those developers who were active, contributed to the information required by potential adapters by openly sharing materials, information, consulting over the telephone, and in some cases, making a visitation or serving as host to an on-site visitation. The developer was able to guide the potential adapter in individualizing the project to the local college's need. This peer-to-peer linkage is a critical factor of the Showcase project and we feel, important to its future. However, further attention should be given toward extending the commitment of developers who

appear to be reluctant to function in this open exchange.

Feedback indicates that timing of the project was not optimum for several instances of potential adaptation. However, this is a function of the project fiscal year versus the academic year, and it appears little can be done except to clearly state necessary deadlines on all communications and attempt to give as much lead time as possible. The scheduling of the events of the final year of Showcase has taken this suggestion into account.

It has been suggested that developers should come together so they can share in an interchange, and have an opportunity to talk to each other. The format might be in a general program or conference activity at which developers would be available to potential adapters. This strategy had been discussed during the first year and not implemented due to the cost of travel.

In summary, it appears that the flyer method of dissemination was more effective than the booklet. Showcase projects which have a tangible product were more readily the target of adaption interest. Personal knowledge by the potential adapter of either the developer or of project staff tended to encourage seeking more information. Most of the adaption efforts in Showcase '80 have been on an individual or departmental basis, and most of the authority to make such a decision usually rests with the adapter. Thus, being able to act and make a decision appears to facilitate the process. If the Showcase project fits into an ongoing task or into an ongoing priority, it is also more apt to be adapted.

The ease of replication index did not prove to be an asset to the system, but elements of it have been included in the form used to request replication funds. In doing so, the major questions necessary to be addressed by an adapter are being presented before the adaptation decision and the linker agency is provided with the necessary information to carry out the role effectively.

The current and final year of Showcase will use these findings in a test of the total system making possible the turnkeying of all components at the end of the project cycle in 1982.